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FOCUS ON PROGRESS



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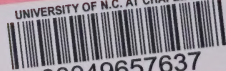


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# FOCUS ON PROGRESS

VOLUME 1

OCTOBER 1968

NUMBER 1



## CHAPEL HILL CITY SCHOOLS COMMUNICATIONS INSTITUTE

The Chapel Hill City Schools recently received a grant of \$143,000 from Title III of the Elementary and Secondary Education Act to establish a Communications Institute. The purpose of the project is to develop oral language materials and techniques at the kindergarten, elementary and junior high levels.

Assistant Superintendent of Curriculum and Instruction, Donald Hayes, emphasizes that the curricula developed by teachers in the Institute will be available to all teachers and classrooms in the system. "Whereas effective communication is necessary for learning, it is believed that the efforts of the Communications Institute will lead to the eventual improvement of the total instructional program of the Chapel Hill City Schools."

Consultants for the Communications Institute are Mrs. Jane C. Taylor, Speech Consultant, E.I.P., Durham; Dr. William Schwarzbek, Lenoir Rhyne College; and from the University of North Carolina Dr. Paul Brandis, Mr. Charles Coughlin, Dr. Virginia Woodward, Mrs. Elizabeth Frazier, and Mr. Paul Scagnelli. In addition, the Institute is cooperating with the Experimental Teacher Fellowship Program at the University of North Carolina.

This grant was received on the basis of a proposal written by Ann Boyd, Coordinator of Development, with the assistance of the Learning Institute of North Carolina.

## PILOT KINDERGARTEN EMPHASIZES COMMUNICATION

This kindergarten differs from the traditional kindergarten in two major respects: the emphasis upon oral communication and the development of new curricula and materials.

The project concentrates on oral language development and speech articulation as being important pre-requisites to reading achievement. Activities are constructed to increase oral language facility by identifying consonant sounds, discriminating between similarities and differences in spoken words, and learning to ask and answer questions.

Built around the individual needs of the children, the only structured activity is speech lessons for small groups. Bobo, the Puppet Clown, a focal point for these lessons, usually has his large pockets filled with objects for children to identify. In a lesson to introduce the s sound, his pockets might be filled with scissors, shells, stamps, soap and snails—for the b sound, buttons, beans, beetles, bows and bells. Often very shy children speak with Bobo or "talk" on a telephone long before they feel confident enough to participate in actual classroom conversation with adults and other children. The first lesson on the p sound begins with the popping of real popcorn, which is eaten after the children have learned a poem about the popping sound. Doll corners and very complete kitchen corners provide a chance for children to interact with each other and to act out roles and situations. These activities afford the teacher opportunities to increase the child's vocabulary and articulation as well as to learn about him.

Kindergarten teachers spend afternoons developing new materials and curricula. The specific language needs of the children are the basis for creating educational games and special language development lessons.





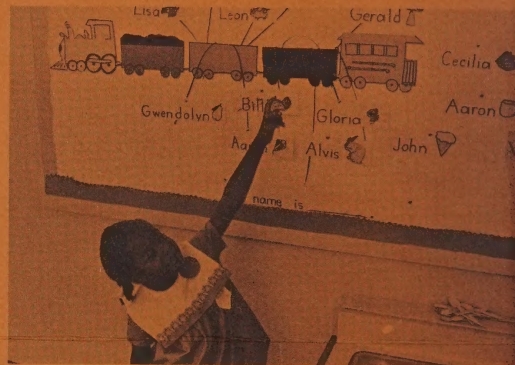
## ELEMENTARY LANGUAGE DEVELOPMENT PROGRAM

The elementary language development teachers of the Communications Institute are developing a curriculum in oral language for use in the classroom by the regular teachers.

Working with small flexible groups in the elementary schools, these teachers encourage children to communicate through role playing, experience sharing, and puppetry. Role playing stimulates children to wonder, think, and discuss ideas and conflicts, and then to "play act." Experience sharing is often conducted with a make-believe television set in which the child stands; this enables the teacher to tactfully ask children to speak louder or softer by referring to the volume control. Puppets are a useful tool for drawing out the shy and easily distracted. Since the children are manipulating dolls, they are not so afraid of an audience and can become more a part of the story. Choral reading and poetry reading teach good pronunciation as well as develop an appreciation for fine literature.

Language development teachers use many audio-visual aids with both groups and individuals. Via the Language Master, a child can see a picture of an object, hear the sound of the word, and see the printed symbol simultaneously. It is easy to operate and gives immediate feedback of the correct response. The Dukane filmstrip projector looks like a portable television set with a built-in record player. The picture and related record can be operated by just the push of a little red button. An interesting use of the tape recorder helps children to communicate by telling their own stories, then playing them back for their classmates.

Mrs. Lillian Cannon, Program Specialist of Language Arts, coordinates the elementary program. Mrs. Judith Allen and Mrs. Patricia Bischoff work through the Carrboro School, Mrs. Ezelle Smith has classes at the Frank Porter Graham School, and Mrs. Mae Yonce teaches language development at Glenwood and Estes Hills Schools.



**"Mommy, my room's the pink and purple one!"**

The first day of school, Tuesday, September 3, was particularly exciting for the 80 five-year-olds enrolled in Chapel Hill's first public kindergarten program.

Clearly printed by each classroom door and again on their miniature lockers, each child's name beckoned him into a children's wonderland. Teachers, teacher aides and parents at Northside School watched the delighted to discover the doll corners, tiny kitchens, jungle gyms, dress-up boxes and toys in each room.

Teachers and teacher aides chose the bright colors to enliven their own rooms. Orange and yellow brighten the room of teacher Mrs. Sharon Graff and aide Mrs. Beatrice Farrington; blue and green were selected by teacher Mrs. Barbara Hall and aide Mrs. Eva Minor; a pink and purple combination dominates the room of Mrs. Suzanne Hamrick and Mrs. Mary Sanford; and cheery blue and yellow greet the children of Mrs. Marilyn Houston and Miss Daisy Poole.



## FROM THE SUPERINTENDENT

Varied efforts are being made to improve the Chapel Hill Schools in the areas of curriculum, instruction, business procedures, long-range planning as well as new buildings and new programs.

Of all of our concerns, the need to improve communication between the teachers and parents has become one of the most important. Tremendous benefits to each child's education can come from his teacher and his parents knowing each other and talking together. The results will be more fruitful if we already know each other.

As teachers, we strive to understand our students—parents are our best source of such understanding. As parents, we want to aid and support our child's education. We can do this only if we know something about his in-school program. The occasional problem can be more easily solved by the teachers and parents working together.

This note, then, is an appeal to both teachers and parents—Get to know each other. Our children will benefit.

*Wilmer S. Cady*



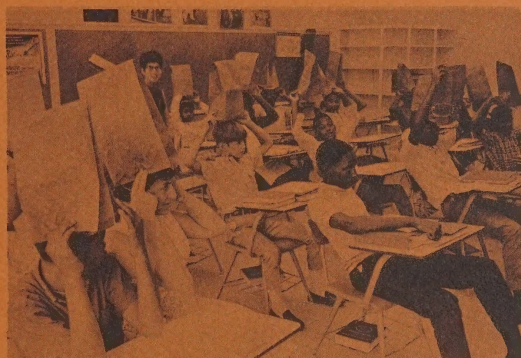
### WHO AM I?

Students in Mrs. Penny Nixon's seventh grade class are demonstrating to Mrs. Zora Rashkis how they are "discovering".

## GUY B. PHILLIPS PARTICIPATES IN COMMUNICATIONS INSTITUTE

The junior high school program of the Communications Institute is called PACE—Projects to Advance Creativity in Education. Director of PACE at Guy B. Phillips Junior High School, Mrs. Zora Rashkis, is working initially with two language teachers, Mrs. Penny Nixon and Douglas Cochrane to develop effective communications curriculum for this age group.

Mrs. Rashkis outlined several objectives for the program: to develop the individual within and without the group; to do so by helping the child to feel secure and accepted; to develop accurate perceptions in self and others; to encourage teachers themselves to become **communicators**; to encourage language development. The Institute at the junior high level will use a total approach—listening, reading, speaking and writing will all be emphasized. Experience in tasting, hearing, touching, smelling and seeing will develop sensitivity in the students. New independent study programs will be encouraged for children with poor work habits, poor speech patterns, or concentration difficulties.



As part of the communications course, students must first learn to know themselves and then the world around them. Here they are testing their sense of touch; they have just identified objects by feeling them. After this emphasis on self, students will discover how they relate to the world.

## Project CHANGE

The Chapel Hill City School System has been selected by Project **CHANGE** as one of ten North Carolina school systems to join in developing a plan for effecting educational change. Sponsored by the Learning Institute of North Carolina and funded by the Carnegie Foundation, this one-year program may help Chapel Hill Schools to develop a program of planned change.

Don Hayes, Assistant Superintendent of Curriculum and Instruction, points out that educators have been concerned that it takes as long as 50 years for an educational idea to become implemented and that they are

looking for ways to narrow the time gap. "We recognize that change does not always mean progress. We also recognize that as we have developed long range plans for building programs, we need long range plans for instructional programs."

Initially, the Project **CHANGE** participants will develop techniques and materials in language arts and social studies. The Chapel Hill Schools are working specifically in the area of academic games and in the development of a humanities program.

Representatives from the ten cooperating school systems share information and materials and meet together for curriculum workshops.



## CHAPEL HILL TEACHERS ATTEND SUMMER WORKSHOPS

Many Chapel Hill teachers took time this summer to attend in-service workshops.

In June Mrs. Adeline McCall conducted a workshop to help elementary teachers write music curriculum for next year.

A two-week program at Chapel Hill Senior High School **Understanding and Motivating Children** focused first on the behavioral characteristics of the disadvantaged child and his self-concept. During the second week the 25 teachers studied and discussed ways to meet the needs of this child: curriculum changes, especially individualized instruction, and motivation techniques for involving students were of primary importance. Continuation of this program during the school year will include further workshops emphasizing parental involvement in the schools, social interaction of students and the relation of this to academic achievement, and an introduction to methods of individualizing instruction.

Teachers and supervisors involved in the Communications Institute attended a four-week workshop in August. The purpose was to define goals for the new program, introduce teachers to a wide variety of approaches, and develop curriculum materials. This workshop involved a number of outside speakers and consultants.

Fourteen workshops from August 5 through August 16 were planned to provide teachers with the time and resources for curriculum development. Some of the areas covered were individualized reading, humanities, elementary social studies, foreign language, team teaching, and introduction to vocations.

Teachers new to the Chapel Hill School System attended a three-day Desegregation Workshop August 21, 22, and 23. The objectives of this program were to help teachers understand non-school oriented students and to become more aware of some of the implications for teachers in desegregated schools.

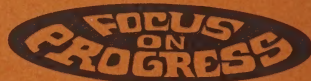
## NEW ASSISTANT SUPERINTENDENT

Chapel Hill now has two assistant superintendents. William C. Foil, Assistant Superintendent of Personnel, is responsible for interviewing and recommending teachers for employment. The second position was created to give attention to improving educational programs. Donald Hayes, the new Assistant Superintendent of Instruction, began his work here early this summer, directing and coordinating the teachers' workshops.

Hayes received his B.S. from Wake Forest and his M.Ed. from the University of North Carolina. He was teaching in Yadkin County and Winston-Salem schools before becoming Supervisor of the Exceptionally Talented Program with the North Carolina State Department of Public Instruction. From 1964 to 1967 Hayes served as Assistant Director of the North Carolina Advanced Learning School in Winston-Salem, and last year was the Director of the Learning Academy in Charlotte. During previous summers he has been actively involved with the Governor's School.

## DIRECTOR OF KINDERGARTEN

Director and Curriculum Specialist of the kindergarten program, Barbara Batchelor received her primary education from East Carolina University. She received her M.Ed. in early childhood education from the University of Illinois where she was awarded an Experienced Teacher Fellowship. She has taught at Chesapeake, Virginia, Farmville and Raleigh, North Carolina.



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Chapel Hill City Schools  
400 School Lane  
Chapel Hill, North Carolina 27514



# FOCUS ON PROGRESS

VOLUME 1

Chapel Hill City Schools, Chapel Hill, N. C. December, 1968

NUMBER 2

## CHAPEL HILL CITY SCHOOLS DEVELOPMENT PROGRAM

### CITIZENS SUPPORT SCHOOL IMPROVEMENTS

Last year, Chapel Hill and Carrboro residents enthusiastically demonstrated their support of the Chapel Hill City Schools by contributing to the Endowment Fund for school improvement. Dr. Marvin Silver led the campaign to solicit over \$13,000 which was authorized by the School Board to be spent on development programs.

The School Board last month formally recognized and commended the Chapel Hill City Schools Endowment Fund Committee. Werner Hausler, new Committee Chairman, is enthusiastic about the program's success. "It was clear that the accomplishments made possible by the Endowment Fund during its first year, given such an amazing start by a handful of highly motivated people, showed that independent financial support of the school system, can have far-reaching effects. In this case the staff of the school system was able to initiate programs that in the past could only be dreamed about, certainly not activated. Now fresh ideas could be introduced and encouraged with some hope of proving themselves. It was also clear then that this initial effort not go by the board and that the effort continue. The hope is to broaden the base of support, involve more members of the community and particularly to get greater participation within the business community. Nothing we do will have greater impact on the total character and well-being of our school system, for this effort can demonstrate the highest level of local concern and participation."

Many innovations supported by the fund last year were so successful that school-wide programs have been initiated. For example, the junior high school language arts teachers were concerned about the learning problems of many children with poor speech patterns. In an effort to help these children, the teachers set up their own in-service program. They used specialists who both observed the children and conducted classes for the teachers. This group concluded that language skills—especially oral—need to be mastered before a child learns to read. The Chapel Hill City Schools Communications Institute is a continuation of their program. A federal grant provides for four kindergarten classes specializing in language development and special classes for elementary and junior high school students.

### LOCAL "MINI-GRANTS" ENCOURAGE TEACHER CREATIVITY

The Chapel Hill City Schools have their own locally financed "mini-grant" program which encourages teachers to design their own school improvement projects. Superintendent Wilmer S. Cody created the Chapel Hill School Development Program last year when a group of citizens reactivated an endowment fund with contributions of over \$10,000. This year the program is supported both by contributions and by a \$5,000 allocation of the School Board.

The philosophy underlying the program is based on two major premises: that the classroom teacher is a tremendous untapped source of new ideas and that educational change can be accomplished only when teachers are actively involved in the change. Any teacher or group of teachers can submit a one-page proposal describing a project. The proposals are first evaluated by the principal of the school, then sent to an administrative review panel.

In 1967-68, the Development Program supported forty-one projects. These were varied in terms of the numbers of teachers and students involved, the funds required and the topics chosen. There was, however, one theme—all of these teachers were searching for a better way to teach their students. Projects included curriculum study groups, family life education, a junior literary magazine, special math units, independent study programs, individualized reading programs, native speakers for foreign language lessons, and a student-produced movie.

This year there is more emphasis upon teachers evaluating their own projects and explaining them to other classroom teachers. Teachers are also encouraged to apply for "planning grants" which provide money for consultant services to help develop new ideas.

The Endowment Fund Committee sets this year's goal at \$20,000 and plans to involve more actively the business community in the 1969 campaign. The drive will begin sometime in late November.



## FUND SUPPORTS NEW READING PROGRAMS



A program of individualized reading which was developed by third grade teachers at Estes Hills last year was so effective that the second grade teachers have initiated a similar plan.

Funded by the Development Program, both projects reorganize the reading curriculum to diagnose and meet the needs of each child. Testing is used to determine individual reading problems and to evaluate the program itself. To provide for a wide range of reading ability within a classroom, a variety of equipment and materials has been made available. Multi-level libraries of paperback books, programmed materials, tape-recorders and film-strip previewers afford choice and enable each child to move at his own pace.

Each participating classroom has its special reading corners: in one room small rocking chairs invite browsing second graders; in another displays of interesting books pique children's appetites; in some rooms children sprawl happily on reading blankets as a reward for work well done.

Directing teachers for the grade-wide projects are Mrs. Juanita Howell, grade two and Mrs. Leslie Feinstein, grade three.



## REWARD SYSTEM WORKS

The use of tangible rewards such as candy, games, and clothing to motivate students is part of a Development Project in the Junior High School. Miss Millie Fletcher teaches a special education class of students who have learning problems. In searching for ways to motivate her students toward better classroom behavior and academic studies, Miss Fletcher selected a new teaching technique called "behavior modification" in which rewards are given for effort and good behavior.

Miss Fletcher started the program by giving immediate rewards to students. She then introduced a point system in which students could "save up" points and purchase particular items from a classroom store. With this procedure, the students learned to work hard for future rewards rather than immediate ones. Their store, using completed classwork assignments as the medium of exchange, sells candy, pencils, paper, crayons and shirts; however, the students are learning to save for later rewards such as field trips and movies. This year most of the rewards are chosen by the students. They pick films from a selected list and consider whether they can afford the rental fee; they have decided to attend the circus in February and to visit the S.S. *North Carolina* at Wilmington in May. Those who do not save points cannot join the group. A television set with earphones has been purchased by the Development Fund so that students may buy an hour at a time of television viewing.

Miss Fletcher notes that this year most rewards are for academic work rather than correct behavior and that the children are gradually learning to make appropriate choices. In addition, they learn to tend the store and apply practical mathematics.

Several ninth grade students who are not in special education help tutor these children on a volunteer basis during the last period of each day.

## NEW WORKSHOPS TEACH GAMES

Both students and teachers will learn to play academic games at December workshops. Half-day sessions for junior and senior high school groups on December 12 and 13 will be led by experts from the Learning Academy of Charlotte, N. C., and Project CHANGE - a cooperative effort of several school systems to implement change. Teachers, learning the games most appropriate for their classes, will have a wide variety to choose from. Economic Decision games include "The Market," "Collective Bargaining," "Banking," and "The National Economy;" in "Disunia" players attack problems of disunity that were faced in the period 1781 - 1789 on a new planet year 2076; "Democracy" helps students understand the complexities and intricacies of decision-making in a democracy; the "Parent-Child Game" simulates relationships of parent and child as they bargain over the limits of permissible behavior; the game "Consumer" is concerned with the problems of buying, loans and payments.

Elementary and secondary teachers of math and science will attend a workshop designed to teach the mathematical games, "Equation" and "Wiff 'N Proof" on December 16. Layman Allen, professor at the University of Michigan and originator of these games, will conduct the session. Teachers from other school systems which are participating in Project CHANGE are also invited.



## GAMES STUDENTS PLAY

Two Chapel Hill Senior High School teachers have received recognition for creating simulation games in their own classrooms. For her game "Experiment in Socialism," Mrs. Peggy Bryan, teacher of United States history and economics, will be presented an award from the National Schools Committee for Economics Education, Inc. at the American Association of School Administrators Convention in February and will receive a citation from the Freedom Foundation of Valley Forge, Pennsylvania, in 1969.

The basic idea of socialism—taking from each according to his abilities and giving to each according to his needs—is demonstrated in an unusual grading system through which she teaches socialism to her economics classes. The game, played for only a few weeks, calls for the highest grade in the class to be averaged with the lowest: both students receive the average grade. Then the next highest is averaged with the next lowest until all of the grades have been accounted for. In this way, the students get a taste of life under the socialistic economic system. "It transplants them to proletariat in a socialist society where grades are the wages," explained Mrs. Bryan.

Her grading system has met with varied response ranging from complete rebellion to exuberant approval. A few students even stated that they would prefer to socialize their money rather than their grades. Different classes reacted differently: in some the students all gave up, feeling that it wasn't worth it to try for a good grade, but in another everyone tried harder. Students protested the socialistic system in various ways: they circulated petitions, staged a walkout, and even refused to participate in the experiment. Another sign of protest came in the form of banners and notes, one read "I am anti-socialist but I will stay here and learn the evils of such a society."

Although this is only the second year that Mrs. Bryan has used her game, it will soon be available to economics teachers all over the country. Excited about her experiment and the resulting reaction, she plans to develop other simulations. For the last few weeks, her history students have enthusiastically participated in mock campaigns, conventions and elections.

Another creative teacher, Mrs. Bruce Weddle, is perfecting a game called "Urban Crisis." As a staff teacher last year, she developed the game, and as an English teacher this year she is experimenting with the game in her classroom. "Urban Crisis" is intended to simulate a long hot summer. It introduces the explosive factors present in an urban community with a ghetto. The students themselves are assigned roles of members of various interest groups; to win the game, a team must satisfy the demands of the interest group it represents.

"Interpretation," a group of language arts games, was originated by Mrs. Weddle to help students develop a basic critical vocabulary. Mrs. Weddle stated that the game is intended to stimulate students' awareness of creative techniques and principles at work in the prose and poetry they read and in the compositions they write. The six different sections or games may be adapted to the needs of specific classes and individuals; many variations are possible. The set includes game boards, individual rule books and playing cards.

Mrs. Weddle's games have been used in teacher workshops throughout North Carolina. Recently, she explained the designing of games to the faculty of the Burlington City Schools.

## WHAT ARE EDUCATIONAL GAMES?

The idea that children can learn by playing is not new. A different kind of tool for classroom learning—educational games—is derived from the serious practices of adults: management games for training executives, foreign policy games for diplomats and war games of military strategists.

There are several types of classroom games. Some are concerned only with teaching equations, symbolic logic or scientific inference. On the other hand, simulation games are models of the real world in which students learn as a by-product of coping with the environment. Most "simulated environment" games are in the field of social studies. As taught in many schools, most social studies courses do not give the students a situation in which they can learn by doing, such as problem-solving, writing and experimenting. There are no opportunities for them to make history, write history, solve economic problems, or experience the difficulties of urbanization. They cannot learn that they have made mistakes unless they can make mistakes. Simulations enable the students to understand and learn through participation. Pupils are better able to comprehend domestic and international socio-political issues and to appropriately choose their careers and higher education. In playing a legislative game, for instance, students learn how a system of representative democracy functions by acting out the role of the legislator. In life-career games, they learn why and how to make decisions for the future; in consumer games, they borrow and invest money and purchase goods. There are also a parent-child game, a propaganda game, a democracy game and a game simulating the conditions of early industry in England.

All of these simulation games bring the real world to the student—in a period of two hours he can play a life-career game which covers a ten year period of his life, and he can see the results of his decisions. There is no single "best" strategy; the student determines his own success.

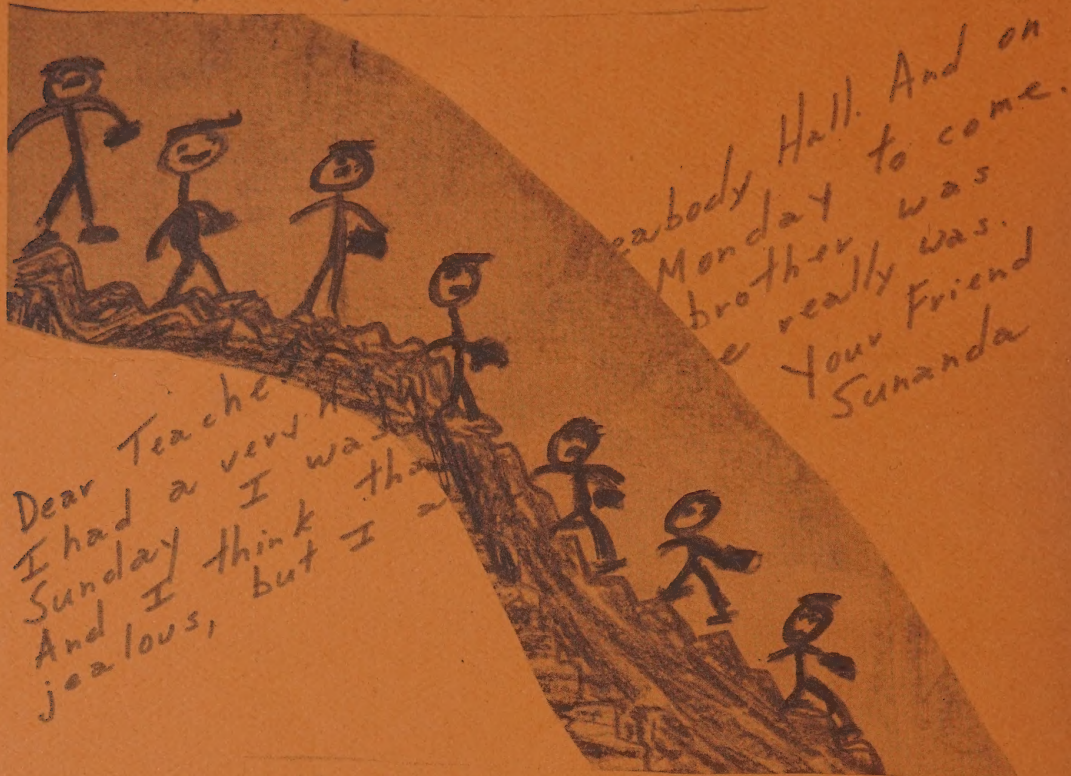
An effort to interest students in learning, educational games also introduce the natural process of learning—coping with environment. Walter Cronkite in the CBS television program "The Remarkable Schoolhouse" summed up the promise of educational games when he said, "By participating, by playing a game, an otherwise dull subject becomes fascinating and unforgettable to the students."



Mrs. Peggy Bryan illustrates one aspect of her game "Experiment in Socialism."



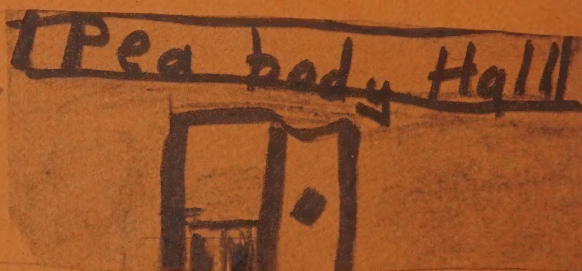
I also enjoyed my substoo teachers



Dear Teacher  
I had a very happy  
Sunday I was  
And I think that  
jealous, but I

I like the room very much where you  
can see us but we can not you I can  
work better in that room than I can

LIKE YOU  
TEACHERS. DO?  
YOU LIKE ME?  
SINCIRLY,  
CATHERINE



I liked best of all the bus ride.

Drawings here courtesy of  
Joe Lovingood, Grade 3

Mrs. Susan Evans' third grade class at Frank Porter Graham received an invitation from University of North Carolina students to participate in their demonstration classes. After the program had begun, the children responded with their own letters and artwork.



## FROM THE SUPERINTENDENT

Providing assistance, materials and planning time to classroom teachers who have ideas for improving instruction, has the highest priority in the Chapel Hill School System.

There is no doubt that most of the successful changes in education have resulted from the efforts of classroom teachers who take the initiative in planning and carrying out improvements.

Yet the classroom teacher is perhaps the greatest untapped resource for educational improvement, because the typical school system is not organized to provide the incentives and the resources that are needed to plan improvements. To expect much innovation from a teacher who teaches a full schedule five days a week then grades papers at night and on weekends, is just not realistic.

Business and industry long ago, realized that improvements take planning, planning takes time and time costs money. Most successful businesses invest substantial amounts of "risk capital" in research and development.

We have been very fortunate in Chapel Hill to receive contributions from local citizens for the Endowment Fund that can be used to support teacher innovation. This year, for the first time, the School Board provided tax funds for the development program. All of the money we receive from Federal grants is used for improving instructional programs.

In less than a year's time, the improvements that have taken place in the classrooms in Chapel Hill have been overwhelming. Over half of the teachers in the school system have been engaged in one or more improvement projects. Individualized instruction, independent study, academic games, team teaching and dozens of other innovations are underway. What is happening in the Chapel Hill Schools due to the efforts of classroom teachers, firmly supports the premise that an investment in planning time, materials and assistance to the classroom teacher who has an idea to improve her instruction, is by far, the best investment we can make.

*Wilmer L. Coody*

## CITY WIDE FILM LIBRARY — A REALITY

A Film Selection Committee composed of representatives from all Chapel Hill City Schools and the St. Thomas More School began meeting in November to determine a master plan for the purchase of films for a materials center. Because the cost of most films prohibits their purchase by individual schools, the centrally located film library will be available for all schools in the city.

Assistant Superintendent Donald Hayes, Committee chairman, stressed the need for the use of varied media in teaching "Gaining the attention of today's students is difficult because they are accustomed to Madison Avenue techniques of communication; anything less is often found wanting. For this reason we must make effective use of varied media, including the best up-to-date films."

All Chapel Hill teachers will have opportunities to suggest areas in which films are most needed and recommend specific films. At the next meeting the Committee will discuss the results of teacher questionnaires and preview films. Committee members are Mrs. Louise Smith, Mrs. Helen Peacock, Mrs. Joanna James, Mrs. Clarice Griffith, Mrs. Dawn Bryan, Mrs. Jessie Gouger, Mrs. Zora Ashkis, Mr. Everett Goldston, Mrs. Carolyn Horn, Mrs. Peggy Bryan, Mrs. Edith Babb, Mrs. Mary Pelley, and Mrs. Lorraine Goldsmith.

## DEMONSTRATION CLASSES AT UNC

Many elementary classes in Chapel Hill will have an exciting opportunity this year. Their teachers will volunteer to take them to the University of North Carolina's demonstration classroom. The room itself is a learning laboratory set up with creative playthings, learning machines, individual super-8 movie projectors, earphones, adjustable scaled-down furniture, and a very special library corner. Although a one-way glass permits observation, the teacher may pull a curtain and turn off the microphone whenever she wishes.

The Department of Education makes its requests to the Chapel Hill City Schools on the basis of studies scheduled for elementary education majors. Usually the elementary class will stay entire mornings for one or two weeks. The teacher usually goes a week in advance to decorate the halls and classroom and—if she teaches primary children—to place familiar objects in the room. Transportation is provided by the University and parental permission is obtained.

At the end of each teaching day, the classroom teacher returns to the University to answer questions and to explain her lessons and objectives to the observers. University of North Carolina students often have the opportunity to help the teacher plan a unit and to teach small segments.

Dr. Barbara Day, University Director of the Program, points out that this is an effective way for students to get experience with children in the classroom before their practice teaching. In its third year of Federal grants for early childhood education, the project has always used Chapel Hill classrooms. "University of North Carolina sees the Chapel Hill Schools as offering an invaluable service because they demonstrate excellent teaching and provide clinical experience for the University of North Carolina students by planning with them and permitting them to teach in classrooms."



Glenwood school children at University of North Carolina's demonstration classroom



## PROGRAM INITIATED FOR EMOTIONALLY HANDICAPPED CHILDREN

A special program for primary children who have emotional problems was recently granted funds under Title VI of the Elementary and Secondary Education Act. The \$15,490 grant provides for a mobile classroom, a teacher, a teacher's aide, and materials at the Glenwood Elementary School.

The purpose of the program is to help those children who cannot function without frustration in the regular classroom. Each child is assigned to a regular classroom but spends time in the special classroom according to his needs. Individual attention and small group work emphasize behavior modification in an academic setting in order to bridge the gap between the special room where special help is given and the regular classroom. Pupils are now participating in the program on a regular basis. Teachers, school administrators and University of North Carolina personnel observe the program through a one-way glass.

Preliminary planning and screening to identify primary children needing this special help were financed this summer with a \$5,000 planning grant. University of North Carolina faculty members provide consultant services for the program. Mrs. Jessie Gouger, Elementary Supervisor for the school system, is director of the program.

## DIRECTOR OF FOOD SERVICES

The new Director of Food Services for the city schools, Thomas W. Hoenig, is a native of this area. He attended Chapel Hill public schools and was a Supervisor with Carrboro Mills prior to becoming Food Service Manager at North Carolina Memorial Hospital, a position he held for 10 years.



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# FOCUS ON PROGRESS

VOLUME 1

FEBRUARY 1969

NUMBER 3



## BLAST OFF!

Project R5 - 122 will launch space capsule *Ratliff I*, Chapel Hill, for a twelve-hour flight around the earth in mid February. While in orbit, three astronauts will make course corrections by firing retro-rockets and will solve difficult problems to test their mental alertness. From their window they will glimpse jets and view clouds, moon and the earth. Using NASA as its chief consultant and the Chapel Hill City Schools Development Program for funds, Mrs. Barbara Ratliff's eighth grade earth science class at Guy B. Phillips Junior High School began work on preliminary plans for a space craft before Christmas. To simulate the preparations and conditions of real astronauts, members of the fifth period class formed groups and volunteered as committee chairmen.

Chief engineer, Fred Geer is responsible for the construction of the space craft as well as its electronic systems. The Engineering Committee will use sound tapes of the Apollo Mission from NASA and color slides of the moon, and earth from Morehead Planetarium to add realism.

Astronauts will be chosen by the Astronaut Selection Committee, who will use tests, questions and interviews to determine fitness. Although as many as five candidates may be decided initially, the final three will be selected early on the day of the flight. Committee chairman, Philip Atkins will lead his group in the training of the future astronauts.

The Biological Testing Committee, directed by Clay Carmichael, is concerned with the physical condition of

the astronauts before, during and immediately after flight. Pulse, temperature, respiration, and blood pressure will be checked and recorded periodically. Dr. Robert J. Senior, official consultant for Project R5 - 122, will conduct preliminary physicals for astronauts and teach the committee to use the stethoscope, oscilloscope and sphygmomanometer.

Lorraine Eckland is investigating the psychological effects of confinement. Her staff will give each candidate psychological tests, such as an ink blot test, and conduct careful interviews. Potential astronauts who have claustrophobia or who lack sufficient imagination will be rejected. While in flight, astronauts will be tested for mental alertness.

The astronauts' welfare and comfort during flight depends upon the Life Support Committee. After analyzing the menu of Apollo astronauts, chairman Eddie Gill will decide upon the foods to be blended and prepared for plastic bagging. Other duties of this group include providing suitable clothing for the men and correct ventilation and sanitation within the capsule.

Features of the twelve-hour flight will be video-taped by the engineers so that the other science classes will be able to observe. Science students, eagerly looking ahead, hope for a moon shot later this year and have tentative plans to send a female astronaut into orbit from Chapel Hill.

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## HIGH SCHOOL STUDENTS INITIATE RACE COUNCIL

The Race Council of Chapel Hill Senior High School was organized this fall to give black and white students more opportunity for dialogue. Introduced by principal Miss May Marshbanks, the original idea was first weighed by a group of twelve students. They decided that members of the council would examine their own attitudes and prejudices as well as discuss relevant problems, misunderstandings or differences. Student body president, Don Fuller felt that meetings should be held outside the school and that they should be tape recorded.

At the second meeting each of the twelve students brought two friends. An article in *Look* magazine concerning the results of a marathon meeting between the races prompted Don Fuller to open subsequent meetings to everyone. Recent gatherings have been held at churches and community centers rather than homes because of the large number of participating high school students.



## NEW COOPERATIVE STUDENT TEACHING PROGRAM

A new Cooperative Student Teaching Program involving North Carolina College, Duke University and the University of North Carolina is being designed by the Chapel Hill City Schools to prepare teachers for desegregated classroom situations. This unique program, an outgrowth of regular desegregation workshops for classroom teachers, developed out of a realization that successful teaching in a desegregated school system requires some specific preparation and special understandings. It is supported by a \$12,700 grant from the Southern Education Foundation, a private foundation concerned with integrated education in the South.

In March all student teachers assigned to the junior and senior high schools will begin a ten-week project which differs from the usual teacher training in three respects. Prior to the student teaching, Dr. Eugene Watson and his staff from the University of North Carolina will conduct sensitivity training. Student teachers, Chapel Hill supervising teachers and campus supervisors will spend two weeks learning to communicate more freely and understand people better. During the student teaching experience, after-school seminars will provide opportunities for the entire group to discuss common classroom problems and to consider the various needs of the newly-integrated student. A team of researchers, led by Dr. Gary Stuck of the University of North Carolina School of Education, will observe student teachers in the classroom, encourage self-evaluations and establish a control group in another North Carolina school system. A study of student teachers in a similar school system should help to determine the effects of this new program.

Mrs. Barbara MacPhee, Chapel Hill Coordinator of Student Teachers, spent last semester in the preliminary work — designing research, contacting supervising teachers, and soliciting suggestions from the staffs of the three participating institutions. Dr. Henry Sublett, Duke University, Mr. George Clark, North Carolina College, and Dr. Ron Davis, University of North Carolina, all directors of student teaching, have also participated in the initial planning.

Although the program is in experimental stages, Mrs. MacPhee feels that it has exciting possibilities. The interest of other school systems demonstrates that little is being done to train teachers for integrated education. City school systems in New Orleans, Louisiana, and Tallahassee, Florida, hope to design similar student teaching experiences, and the University of Massachusetts has requested placement of a few student teachers into this program next year.

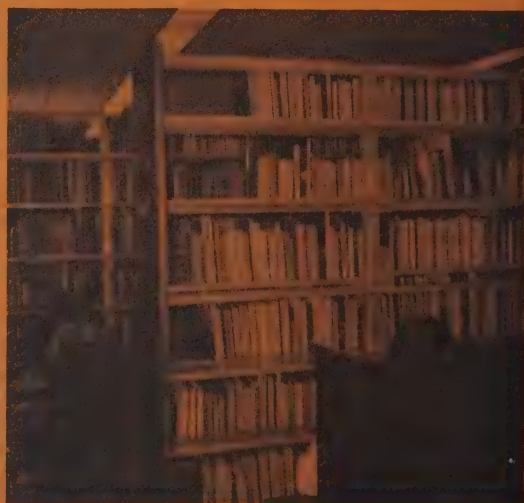
read, write, contemplate, listen to records and tapes, view filmstrips, memorize, record, create, examine, analyze question and discover. The single text is replaced by scores of other materials, and space is provided for individual work.

Any high school student may request a carrel permit and be assigned his own work space for a certain time each day. Dry carrels on the library balcony are retreats for study, reading and writing; electronic carrels in the audio-visual room provide individual listening and viewing. A listening table furnishes additional headphones. Students who have been absent or need extra help often use the electronic carrels to view filmstrips which they missed in a geometry or language class.

A wide variety of periodicals and 20,000 books have stimulated this year's students to explore on their own Norwegian culture, the repair of early radios, *The Rise and Fall of the Third Reich*, and Victorian literature. One boy's project, reading the fifty-five biographies recommended by the American Library Association, covers many phases of history, types of government, and aspects of culture.

Independent study allows teachers to become consultants on problems and sources of data for students' use. Often, they work with the student helping him to outline his own program of study. One group of history students is choosing topics which point out the contrasts and comparisons between the ancient city and the modern city. Science classmates concerned about water and air pollution are finding much of their information on micro-film — at the push of a button the Microfilm Reader-Printer drops a desired page of the *New York Times* or *Christian Science Monitor* into the student's lap. This spring Math IV students will discard formal classroom instruction for four days a week to pursue individual projects.

High School librarian, Mrs. Helen Peacock, who has encouraged independent library study for twenty years, observes that a fully-equipped library effects much independent study that is neither teacher-directed nor recognized at the time. Her thorough sophomore library course gives students the tools to go off on their own and explore. "Independent study gives students an opportunity to develop maturity and to make judgments."



## LIBRARY FACILITIES AND ATMOSPHERE ENCOURAGE INDEPENDENT STUDY

The rich resources of the Chapel Hill High School library provide unlimited opportunities for independent study. A way of learning in which the student focuses attention on a specific idea or body of knowledge and masters it at his own rate, independent study fosters in the student the ability to plan and direct his own learning. Students



## SUPERINTENDENT'S MESSAGE

Improving a student's ability to teach himself is becoming an increasingly important goal in the Chapel Hill Schools.

"Learning how to learn," has, of course, always been a major objective of public schools and is one of the justifications for teaching the basic skills of reading and writing.

In addition, however, to these basic tools of learning, more and more attention is being given to such student characteristics as initiative, self-reliance, curiosity, and independence. These traits are the ones that distinguish the student, (and later, the adult) who does continue to educate himself from the one who merely can do so.

Attention to this educational goal is focused by the rapid manner in which our lives are changing. As our knowledge about ourselves and our environment increases and as our aesthetic creations multiply, the belief that a man completes his education with high school or college becomes more and more ridiculous. Since "today" is so short-lived, education to live successfully in a world "tomorrow" takes on greater significance.

Activities aimed at developing these traits of initiative and self-reliance are taking place in a number of Chapel Hill classrooms. Some of our high school students are engaged in "independent study" projects. The teacher serves as an advisor to the student on how he may learn about his activities on his own initiative. Many of our individualized programs foster the idea that there are some things a student can "teach himself." A group of our teachers has written a book of classroom activities designed to foster inquisitions or curiosity in students. This will shortly be made available to all our teachers.

In the months and years ahead, we will undoubtedly be giving more and more emphasis to these characteristics that will lead a person to continue to actively learn throughout his life.

*Wilmer S. Coby*

## FOCUS ON INDIVIDUALIZED LEARNING

Individualized instruction develops from the realization that all students in a classroom do not have the same instructional needs. Educators have long thought of the ideal school as a place where every student moves ahead at his own pace in a curriculum designed just for him. Such an approach is becoming more accessible within the classroom unit. Programmed learning materials, 8 mm. projectors, listening centers, diagnostic tests, paper-back libraries and individual slide-tape projectors allow the teacher to test understandings in a skill area, then recommend or "prescribe" individual work.

Teachers are learning to utilize these materials, design appropriate lessons, and understand their own changing roles. As classroom learning becomes more individual, the teacher becomes more guide and tutor than lecturer. Because individualized instruction requires the teacher to encourage individual interests, allow for individual styles and respond to individual needs, the teachers involved must have more planning time.

Last August, Chapel Hill City School teachers were provided with the time and resources for curriculum development through fourteen workshops. Programs and units which teachers created during the summer are being used in classrooms throughout Chapel Hill. Although many teachers begin individualizing instruction through their reading programs, almost all subject areas are included.

- Carrboro — A sixth grade teacher is making her own audio-tapes for the listening center in her room. For a Negro history unit, she is taping the ideas of famous Negro historians and philosophers.
- Frank Porter Graham — The principal and third grade teachers are developing ways to discover and encourage creativity in children.
- Glenwood — Individuals and small groups are using true stories on tapes and film strips. These tapes improve reading and listening skills as well as vocabulary.
- Carrboro — Sixth grade students prepare their own math lessons and materials to teach second graders.
- Lincoln — Team teaching organization allows teachers to spend more time tutoring individuals and directing small groups.
- Estes Hills — First grade teachers reinforce learning with reading tapes. Children use tapes and accompanying booklets at their desks.
- Guy B. Phillips — Students in applied science are learning scientific principles through their own projects — building, constructing, repairing.
- Estes Hills — members of social studies classes have chosen and are working on their own related projects.
- Glenwood — Primary grades are using abacuses, blocks and puzzles to learn basic arithmetic.
- Carrboro — First grade teachers use programmed materials and teaching machines to individualize instruction.
- Lincoln — Fourth graders with math difficulties use specific tapes to help them at listening centers.



New electronic carrels aid learning  
Chapel Hill High School Students



## NORTH CAROLINA SYMPHONY MUSIC WORKSHOP

Elementary school children in Chapel Hill no longer merely listen to music, they hear it through movement.

Encouraging Chapel Hill teachers to use creative techniques in preparing their students for the North Carolina Symphony concerts, Mrs. Adeline McCall, music supervisor, conducted a music workshop on January 16. Mrs. McCall believes that children learn best when they become involved in the music and interpret it individually. Musical selections become familiar as the children dance, play instruments and sing.

At the North Carolina Symphony Workshop, children, responding to the music, filled the stage of Carrboro School auditorium with swooping, jumping, skipping, flying, pantomiming and waving. Mrs. Virginia Grantham's fourth graders performed three movements of Haydn's *Symphony No. 88 in G Major*. Children volunteered and danced their own interpretations of the brisk third movement. One boy choreographed chefs in a busy kitchen — pancakes flying, groceries dropping; a girl turned the stage into a model's runway with her blasé stride and flaring skirt. Totally at ease in front of an audience and absorbed by the music, the same group came alive to Leroy Anderson's *Sandpaper Ballet* by rubbing sandblocks and dancing out from a semi-circle one at a time as they identified each phrase of music. Mrs. Butler's fifth grade class followed the Haydn percussion score and other numbers with recorders, bells, tonettes and autoharps.

Large backdrops of painted trees set the scene for an original version of Stravinsky's *Firebird Suite*. Mrs. Redman's fifth grade wrote and executed the entire production including costumes and scenery. The *Mississippi Suite*, Grofé, was staged by Mrs. Henley's sixth grade class from Glenwood.

The North Carolina Symphony will perform for Chapel Hill School children in Memorial Hall, University of North Carolina campus, February 26 and 27. All children will be transported by bus.



Fifth grade students (above) interpret and produce the *Mississippi Suite* and members of the fourth grade (below) respond to Haydn's *Symphony No. 88 in G Major* for teachers at the North Carolina Symphony Workshop.



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# FOCUS ON PROGRESS

JUNE 1

APRIL 1, 1969

NUMBER 4

*"ALL TOO OFTEN WE GIVE OUR STUDENTS CUT FLOWERS WHEN  
WE SHOULD BE TEACHING THEM TO GROW THEIR OWN PLANTS."*

*John Gardner*

## LANDSCAPING COURSE BLOSSOMS AT GUY B. PHILLIPS JUNIOR HIGH SCHOOL

Daffodils, tulips, crocuses and spider lillies, trees of dogwood, redbud, flowering crab and magnolia, landscaped patios, and a formal rose garden are rapidly transforming Guy B. Phillips Junior High School. Since 1967 over 8,000 bulbs and 50 trees have been planted by student volunteers and members of Chapel Hill's first landscaping classes.

Divided into groups, the sixty landscaping students of Mr. Barry Vause often work outside on their own assigned plots. They are encouraged to use what they learn about landscaping to improve their own home environment and to appreciate public and private property. Each pupil has made a cardboard model of his own yard, or of one he would like to landscape, and keeps a record of home improvements. Classroom learning includes plant identification and studies of soil composition and different types of fertilizer. The classes have visited numerous landscaped yards in the vicinity and plan an April trip to the formal gardens of Williamsburg, Virginia.

On Arbor Day landscaping students participated in a planting program at the five elementary schools in the system. They helped and instructed the elementary children in planting their property. Class members also joined other citizens in clean-up and planting projects in different public areas of Chapel Hill.

Mr. Vause feels that students enjoy the course because they can see the immediate and tangible results of their efforts. His dream for future courses is of a laboratory for grafting and budding and sufficient indoor space for propagating seeds and shrubs.



Many landscaping activities by student volunteers from Guy B. Phillips Junior High School led to the institution this year of a formal landscaping class at the school. As early as 1964 students removed the shrubbery from the school property sold on Franklin Street and planted it at the junior high. Parents soon became interested in the Saturday landscaping projects of their children and donated plants from their yards.

Beginning in 1967 the Guy B. Phillips P.T.S.A. contributed large sums to provide bulbs, shrubs and trees, and the school system purchased gardening tools. These tools, used

primarily by the junior high, are also loaned to other schools and to students who have gardening jobs in town. Since fall, over thirty students from the landscaping classes have been employed to landscape and maintain yards in Chapel Hill. Mr. Barry Vause supervises them concerning pruning, planting and other gardening needs.



## FOCUS ON VOCATIONAL EDUCATION

### TECHNICAL DRAFTING

Drafting, a unique language which uses lines, symbols, dimensions and notations, is taught in Technical Drafting I and II. Drafting I includes units in drafting instruments, geometric constructions, lettering, theory of orthographic projection, working drawings of two and three views, and sectional drawings. The interested student continues with Drafting II in the study of screw-thread forms, pipe threads and thread symbols. Students learn isometric and oblique drawing as well as blueprint making, finally drawing their own house plans.

### INTRODUCTION TO VOCATIONS

A new course at the junior high school level is structured to help students develop attitudes and plans regarding their occupational and educational futures. Introduction to Vocations encourages ninth graders to take a realistic look at themselves in relation to the world of work. These classes explore many occupations: mechanical, manual, clerical, service, professional, sales, technical and managerial. In addition, pupils learn to relate their own abilities and needs to specific occupations.

### ELECTRICITY — ELECTRONICS

The first year of the Electricity-Electronics course at Chapel Hill High School teaches basic electrical elements and systems. Students learn to repair appliances, radios, electrical motors and electric wiring. A two-hour course, the second year offers a study of the National Electrical Code, the principles of television and electric motor theory.

### THE BUSINESS DEPARTMENT AT CHAPEL HILL HIGH SCHOOL

In addition to the usual shorthand and typing courses, this department offers Bookkeeping - a study of record keeping, transaction analysis, posting, and automatic processes used in keeping records, - and Consumer Math, an individualized course in basic math skills, taxes, insurance, investments, graphs and measurements. Business Machines/ Clerical Practice, a two unit course, prepares senior business students to operate the many business machines they will be required to use on a job. Personal Typing is offered for students who desire typewriting for personal use rather than vocational.

## DATA PROCESSING

Data Processing is a flexible course which must depend upon the equipment available. Students at the high school this year are busily working out specific problems on an IBM 26 Keypuncher machine, an 82 sorter, a 514 reproducer, and a 402 accounting machine. The "unit record" equipment is now being used to key attendance records for the school system. Tentatively planned for the processing equipment are the pre-registration scheduling for next year and the 1969-70 report cards.

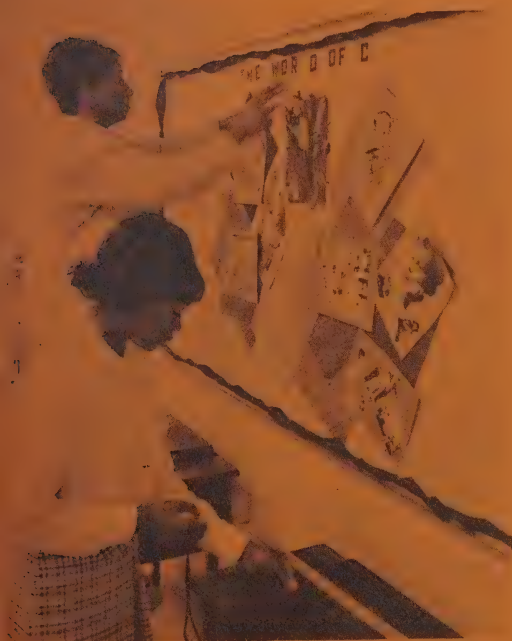
### AUTO MECHANICS

Slipping clutches, burned out points, failing brakes — even cracked heads — are viewed as a challenge in the Auto Mechanics Shop at Chapel Hill High School.

First year students take Automotive Industry, an exploratory course designed to help them decide if they are interested in auto mechanics as an occupation. The follow-up course Auto Mechanics teaches all aspects of car repair from the location and adjustment of units to their complete overhaul. Students, working from tool boxes in pairs, compete in the diagnoses and repair of various automobile problems. These teams work on electrical systems, voltage regulators, windshield wiper motors and blades, points and plugs, condensers, and dashboard gauges. Recently a group of students has been repairing one of the school system's activity buses for field trips. Auto Mechanics students are spending much of April preparing for the Plymouth Trouble Shooting Contest to be held May 17 at the State Fairground in Raleigh.









## DISTRIBUTIVE EDUCATION

High school students interested in distribution business—wholesale, retail, and services—can combine part-time work with practical in-school instruction and regular curriculum courses at Chapel Hill Senior High School. Distributive Education, a two-year course for juniors and seniors, awards one credit unit for classroom instruction in merchandising, marketing and management, one unit for work experience, and one for each regular high school subject.

Showcases for student displays of merchandise along with charts and graphs showing patterns of distribution and consumer trends distinguish Mr. E. Y. Jaynes' Distributive Education classroom. Classwork the first year involves a study of the fundamentals of distribution and selling and an exploration of the students' own aptitudes, abilities and personality traits. Students choose part-time jobs; later their job performance is evaluated by both the teacher-coordinator and employers. In the second year of the program each member studies all aspects of a chosen career and reports to the class; these reports are followed by a study of basic economics. The on-the-job training provides students an interesting and profitable job and is a fine source of part-time help for many Chapel Hill businesses. A number of D. E. students continue working in the same firm after high school graduation. Each year the students honor their employers with a breakfast and a formal banquet.

Chapel Hill D. E. students attend and compete in district, state and national conventions. In the last few years, members have won awards for sales demonstrations, job interviews, public speaking, D. E. student of the year (girl and boy), and D. E. Sweetheart. They have earned numerous first place awards at the State level and have placed well in national competitions. In March the Distributive Education Club was awarded for the sixth consecutive year the highest state honor—the Three-Star Achievement Award presented by the Sears Foundation.



## INDUSTRIAL COOPERATIVE TRAINING PROGRAM

Industrial Cooperative Training, a cooperative effort between the school and community, provides training in occupations of an industrial and technical nature. Any interested high school junior who is sixteen years of age may enroll for on-the-job training and the related classroom instruction. The apprenticeship is arranged in an occupation which directly functions in the designing, processing, assembling, maintaining, servicing or repairing of any product or commodity. Specific technical training is available for laboratory assistants, nurses, draftsmen and technicians. Chapel Hill participants spend fifteen to twenty-five hours each week training as printer, medical secretary, furniture repairman, food service supervisor, child care attendant, meat cutter and manager trainee. In 1968, I.C.T. students received 16,878 hours of on-the-job and classroom training and earned a total of \$22,076 for an average of over \$1300 per student.

Most trade and industrial education students belong to the Vocational Industrial Clubs of America (VICA). The local chapter last year was awarded a Gold Star Merit for services and activities which included an annual Christmas party at the Chapel Hill Rest Home, special greetings of welcome to each new teacher and the students' employer-employee banquet designated an "Appreciation Dinner."





## SUPERINTENDENT'S MESSAGE

Choosing a career is one of the most important decisions a person makes and yet few of our young people are sufficiently equipped with even a minimum of information to make such a decision. This problem - an adequate knowledge of occupations - focuses on one of the most serious weaknesses in the schools throughout the United States. The importance of choosing a career also emphasizes the high value of those vocational programs we do have.

Prior to the twentieth century, the career choices for young men and women were relatively simple. With the increasing complexity of modern society, the variety of vocations has greatly increased. For example, the large number of careers in the space industry were virtually non-existent twenty years ago.

One of the cherished values of our society is "openness." Ideally, only a person's interest and ability is pertinent in choosing a particular career. Most of our young people, however, will complete their formal education with little understanding of the wide variety of choices that are open to them. A person can hardly be interested in an occupation he knows nothing about.

There are numerous vocational programs in the Chapel Hill Schools which provide the student valuable insights about a variety of careers. Many of these are described in this issue. They are valuable, not only for job training, but also for the vocational understandings a student develops which are needed for reasonable career choices.

Although valuable, the programs we have are not sufficient for all of our students. In the years ahead the need to prepare all our students to make knowledgeable career choices in an open society will highlight a major change in our educational program.

*Wilmer S. Cady*

## HOME ECONOMICS PROGRAM

The Home Economics Program at Chapel Hill High School offers courses for the college preparatory student as well as for those entering related occupations and those desiring a thorough preparation for homemaking and marriage.

A compact general course for the college-bound student contains units on housing, personal development, social, and family relationships, nutrition, and textiles and clothing. Students who wish a more complete course take Home Economics II and III. Home Economics is concerned with the growth and maturation of children, management problems, use of latest household equipment and accessories in meal preparation, and clothing construction. Students discuss family housing needs and dietary patterns. A more advanced course, Home Economics III includes complete infant care, management of family money and resources, a Red Cross Home Nursing Course, research into textiles and foods, meals for special occasions and income level, and the legal aspects of home ownership. The creative in clothing and house furnishing is emphasized. A vocational occupation unit is given on the basis of community need.

Boys and girls in the eleventh and twelfth grades who have had little or no home economics may register for the Family Living Course. This program, an overall preparation for homemaking and marriage, utilizes film, guest speakers and tours.

Two courses of study train students for specific occupations. Child Care trains girls for occupational competency as child care aides. Girls are instructed in child supervision and taught to help children in play and creative activities. Observation of pre-school children in area play school is included. Food Service provides instruction in the hygienic preparation and serving of food, safety regulations in the use of equipment, basic skills in the preparation and sale of food, proper food handling for storage and refrigeration, organization of work, and food buying practices. Observation of cafeterias in schools, hospitals and hotels plays an important part in this course. Practical lab work is performed in the Home Economics Department.



## A FIVE-COURSE DINNER, SOFT MUSIC .....

The Home Economics lab at the high school recently became the dining room for three formal five-course dinners with St. Patrick's Day decorations, soft music, and pleasant conversation. A delightful culmination to a Business English unit, the meals were also a test of etiquette for the students attending.

The unit on general etiquette became a part of the regular senior Business English curriculum last year when students wanted to learn how to address graduation invitations and confessed self-consciousness about eating a formal dinner with their job interviewers or bosses. Because Miss Ruth Pope wanted her Food Service class to learn to prepare and serve a formal meal, the study of formal dinner etiquette was put into practice. The English students chose from three menus designed by the Food Service Class. Miss Pope's group did comparative marketing, selected table settings, and learned to arrange food attractively. Mrs. Katherine Senn's Business English classes discussed formal dinner and general social etiquette, and each class invited several guests to the meal.



## VOCATIONAL REHABILITATION COUNSELOR PROVIDES VARIED SERVICES

"Vocational Rehabilitation is an attempt to help those with employment handicaps find their rightful place in society . . . an effort to place the handicapped in a position where they may become tax-paying, self-respecting citizens of their community."

Physically and mentally handicapped students of employment age may receive diagnostic, psychological, medical and vocational services through the office of a Vocational Rehabilitation counselor at Chapel Hill Senior High School. The basic criterion for these services is a handicap which would prevent, retard, or impair one's employment — recently this category has reached to include the culturally deprived. All diagnostic services are free; fees for medical and psychological treatment are based upon individual need. Help with vocational planning usually leads to training programs and eventual permanent job placement. The counselor carefully follows each employee for at least four months on a new job. The Vocational Rehabilitation Program will finance any kind of training or education, all the way to a Ph. D. High School dropouts — especially those who have done poorly in school — are provided with special help. At Chapel Hill High the counselor works closely with the special education teachers: she recently obtained a sewing machine for a group of girls in a special education class.

Vocational Rehabilitation counselors and services throughout the nation are supported by a combination of federal, State and local funds. Under the U. S. Department of Health, Education and Welfare, our counselor is employed by the State and placed in Chapel Hill through the cooperation of the State Department of Education and the Chapel Hill City Schools. North Carolina alone has fifty school projects: in its second year, Chapel Hill's program is one of the oldest in the State.

## SIXTH GRADE PREVIEWS VOCATIONS

Attractive job folders which contain interesting stories as well as factual information introduce sixth graders to various occupations. Using film strips and workbooks as a springboard for discussion, members of a sixth grade reading class at Carrboro Elementary School analyze their own personalities, abilities and interests at the beginning of a new vocations unit. Small groups report to the class through staged interviews and informal speeches; outside speakers address the class about other occupations.

Mrs. Joy Williams, the sixth grade reading teacher, hopes "that the students will realize that reading and education are a necessity for all jobs and professions and that the interests and abilities they develop as youths may lead to satisfactory job opportunities." Mrs. Williams also feels that the students' self-examinations throughout the vocation unit have helped her to know these pupils better.



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# FOCUS ON PROGRESS

VOLUME 1

APRIL 1970

NUMBER 1

*"LET EVERY CHILD BE THE PLANNER, DIRECTOR, AND  
ASSESSOR OF HIS OWN EDUCATION."*

*John Holt*



A student discusses study strategies with Mrs. Peacock, librarian, at the Chapel Hill High School.

## WHAT IS INDIVIDUALIZED INSTRUCTION

By individualized instruction we mean that the teacher utilizes various information about individual differences to prescribe appropriate educational experiences to foster maximum development of the individual student. Individualized instruction is not a new idea or fad. Our better teachers have always strived to help each student obtain his maximum development. This emphasis on personalized instruction is now an important part of our educational philosophy for Chapel Hill.

### WHY SHOULD INSTRUCTION BE INDIVIDUALIZED?

It is evident that people have different learning styles and learn at different rates. By using appropriate diagnostic procedures teachers are able to gather more information about the student's interests, strengths, weaknesses, and how he best learns. By knowing the "whole child", the teacher may proceed to prescribe the appropriate educational environments and experiences to assist the student in attaining his maximum potential. Success or failure of this developmental process is contingent upon continuous planning and evaluation by both the student and teacher. It is important that the student assumes more responsibility in directing his own learning, because an important purpose of education is to teach students how to make wise decisions and good choices.

Students may be engaged in a variety of activities under individualized instruction. At various times of the day they may participate in large group lecture, small group discussion, independent study, conferences with the teacher, or a variety of other activities. Students would also have opportu-

nities to work with various media rather than just the traditional textbooks. In other words, through individualized instruction students have opportunities to work with various activities and materials prescribed according to his interests and learning styles.

## CHAPEL HILL CITY SCHOOLS GRANT FOR INDIVIDUALIZED INSTRUCTION

Last summer the Chapel Hill City Schools received a grant of \$183,000 from the Education Professions Development Act (EPDA) to develop individualized instruction. The purpose of the grant is to organize a program of in-service education to improve the ability of teachers to develop techniques and media for individualized instruction.

The director of the project, Dr. Paul N. Prichard, states, "It is anticipated that over a three year period this school system will develop methods of individualized instruction which better meet student needs." The in-service program began with a two-week workshop for all teachers last August and continues through the school year with release time for teachers to participate in materials production and curriculum development. Mrs. Nathalie Harrison, and Mr. Herb Allred, Curriculum Specialists work with teachers in developing individualized instruction techniques and materials. Mrs. Joan Tetel, Specialist in Creative Dramatics has been conducting workshops for teachers to develop creative drama skills. Stimulated by the resources of this grant the Chapel Hill School System has organized one of the strongest in-service teacher education programs in the state.

Administrators of the E. P. D. A., Educational Personnel Development Act, L. to R. Nathalie Harrison, Herb Allred, Dr. Paul N. Prichard and Susan Segar, are pictured with the individualized Chart.





## FOCUS ON INDIVIDUALIZED LEARNING

- Carrboro - - Sixth grade students tutor second grade students once a week. Rewards are evident for both grade levels.
- Frank Porter Graham - - A Second grade teacher allows portion of class to proceed with contract plan after after they have acquired basic skills.
- Glenwood - - Fourth grade teachers hard at work preparing materials to individualized the use of the basal reading texts.
- Carrboro - - PTA viewed slides of individualized instruction in the classroom.
- Chapel Hill Senior High - - Independent study, self-directed learning, affords the student the opportunity to individualized his curriculum in allowing him to meet his own needs and assume the responsibility for his own learning.
- Lincoln - - Interested adults are serving in the fifth grade class to have conferences with children in the independent reading program.
- Estes Hills - - First grade teacher received mini-grant to initiate a program of individualized instruction in reading and math.
- Guy B. Phillips - - tutorial assistance in reading skills is now offered daily. Tutors work with students on a one-to-one basis to assist the student in raising his reading level.
- Estes Hills - - Creative dramatics in a fifth grade class offers meaningful communication through pantomime.
- Culbreth - - A new learning resource center is being developed to provide students with motivation, materials, and skills for academic research projects.
- Chapel Hill High School - - An English teacher has developed a learning activity package ( LAP ) which provides a step-by-step guide for students to assist them in deciding on, planning for and carrying out independent study projects.



Study carrels in the Chapel Hill High School Library are used by students who are doing independent study.

### INDEPENDENT STUDY

A critical study of supernatural fiction, the writing of a book for young children, and a study focusing on modern philosophical novels--these are independent study activities which are currently being explored by three students at Chapel Hill Senior High School.

Independent study, briefly defined, is self-directed learning. The student in an active educational process does more

than simply receive information. He becomes an integral part in the planning, structuring, pursuing and evaluating of his studies. Independent study is one aspect of individualizing the curriculum, in meeting the needs of each of our students, and in involving each student in the responsibility for his own learning.

Bruce Weddle, an English teacher at the high school, has developed a learning package which provides a step-by-step study guide for students that assist the students in deciding on, planning, and carrying out independent study projects. By following the study guide, the student and teacher are working from mutually accepted purposes, goals and objectives, and rules for independent study. In Step One: Thinking about independent study, the student explores his own ideas and the ideas of authors such as John Holt, who wrote *How Children Learn*, an Frank Brown, author of *Education by Appointment*. Each student must write his own definition of independent study.

Step Two: Writing a proposal for independent study, the student is required to write a paragraph which explains the student's project. The student deals with these questions: What is it I want to learn? Why is it important to me? How much time is necessary? What materials and activities will facilitate my learning.

Step Three: Planning the project involves a conference with the teacher and final refinement of the project proposal. A tentative reading list, activities, reporting techniques and the evaluation technique are items which merit attention in this step.

Step Four: Carrying out the project includes the establishment of a general minimum standard, discussions with other students, appropriate conferences and appointments as the student carries out his project.

Step Five: Evaluating the project will show the student's ability to judge his own work through the progress reports and a student-teacher conference.

Mary Jane Margeson, an EPDA enrichment teacher, has been assigned to supervise and to provide more assistance to



Junior high students are also doing independent study at the Guy B. Phillips Junior High School.

students involved with independent study.

There are two main reasons behind this new approach to learning. First we know that students learn more and in greater depth when they are able to study topics and materials that interest them. Second, a major goal of public school is for young men and women to learn self-reliance and to actively seek knowledge and understanding on their own. The Independent Study program is designed to help students become self-teachers.



## ENRICHMENT TEAM AT ELEMENTARY LEVEL

Through the cooperative effort of the Chapel Hill schools and the UNC School of Education, release time during the teaching day is offered to the classroom teacher.

This enrichment team in each elementary school is composed of a lead teacher ( who previously taught in the school ) and a core of MAT's. Their purpose is primarily to afford release time to the regular classroom teachers in order that they may further individualize their classrooms and develop materials for individualized instruction. A traineeship for the students in the Masters of Arts Program at the University is the secondary objective.

Scheduled release time is given the classroom teachers during the morning. In the afternoon the lead teacher's time is spent in the following ways to aid the teacher to further his involvement in the practice of individualized instruction:

- Preparing skills file boxes
- Making tapes to correlate with lessons
- Making language master cards for children who need specific help
- Gathering materials and preparing media for classroom use
- Individual testing
- Making available professional books relevant to individualized instruction
- Video-taping classrooms
- Preparing games for individualized instruction

Time is also used for scheduling release time and conferring with the teacher regarding lesson plans. The lead teacher also serves as a resource teacher for the teachers in her school.

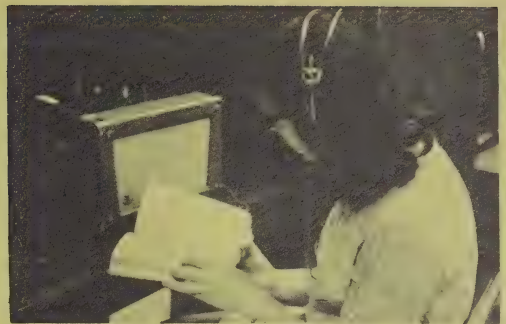
William George, Principal of Carrboro Elementary school meets with the enrichment team. L. to R., Virginia Kitzmiller, lead teacher, Mr. George, principal and M. A. T.'s Bill Wolf, Charlanne Holbrook, and Heather McKinney.



## LEARNING CENTER

Our environment is constantly changing. Teaching is no longer the process of imparting a certain body of knowledge to students. Students need to be taught how to find information for themselves rather than learning a specific set of facts.

Teaching is no longer restricted to one room, chalk and a blackboard, and textbooks. Instead, the student and the teacher have access to a vast realm of visual and nonvisual machinery. Students come into the classroom from an environment which is characterized by media bombardment.



This student is working on a foreign language with help of audio-visual equipment in the Learning Center at Chapel Hill High School.

Teaching students to become independent, self-reliant learners who participate in and direct their own learning is the major aim of the Grey Culbreth Learning Center. The Learning Center is an integral part of the school's program and not a substitute for the classroom learning process. Its purpose is to provide an atmosphere in which students of all abilities work on their own levels at their own rates. Each student who works in the Learning Center will find his activities highly supportive of his classroom work. Students working independently may also find their endeavors rewarding in the absence of external peer group pressures.

The Learning Center should serve as a central collection of packaged independent instructional materials either locally produced or professionally published and the resources to produce presentations on a wide range of media forms.

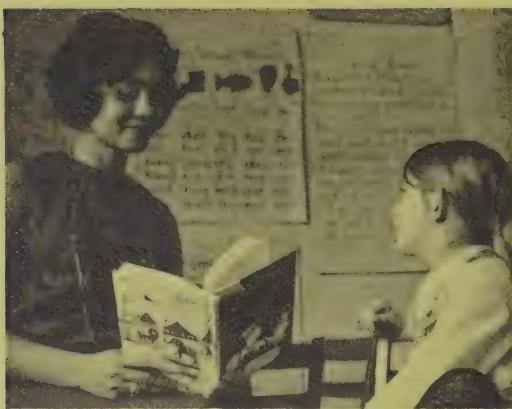
The objectives of the Grey Culbreth Learning Center are to provide students with the motivation, materials, and design and production skills for development of well-defined academic research projects; to provide in-service training and supervision for local production activities; to collect and organize materials for independent study and for instructional materials production; to provide a small collection of pre-package skill building materials; to provide "feed-back" to the classroom teacher regarding a student's progress in Learning Center; and to encourage students to initiate their own areas of study, to teach them good research skills, and to guide them in fulfilling their goals.

The Learning Center will be staffed by two teachers, Margaret Brown and Jim Handy, who will provide counsel and guidance to those students working on independent study projects and supervise the production of audio-visual materials to be used in the presentation of a student's project.

A student is using the Micro-film reader at Chapel Hill High.







Third grade students at Estes Hills Elementary School enjoy creative dramatics through puppetry.



## CREATIVE DRAMATICS

Creative drama is an expanding experience.

Creative drama is used to create situations in which students and teachers strip away the layers of defense mechanisms which have been acquired and reveal to themselves and to other people a more complete self.

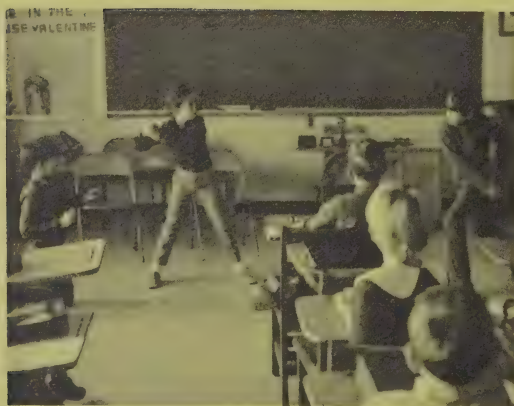
In workshop situations led by Mrs. Joan Tetel, teachers are presented with sequential development, a series of techniques ( creative drama methodology which translates ideas into the dramatic form ) that the teacher can apply in the classroom. This process should lead to greater rapport with students and success in role-playing ( or socio-drama ) pursuits. A typical workshop series would include techniques in pantomimes of emotions and moods; emphasis upon the hands; assumption of the role of a member of the family; pantomime for two people, and the addition of dialogue.

Imagine a junior high school student who in a pantomime is able to move only with the assistance of grandfather's cane or with the limitations of baby's wobbly steps; or a junior high girl who may not be free to drop her books on the nearest bit of floor and blast on the record player to begin dancing, but again face the kitchen and another meal preparation like her mother

Imagine a teacher who is free enough to pantomime for his class a recalcitrant six-year old who does not want to go to school.

From these seemingly simple portrayals should come deeper comprehension of other people, their freedoms, limitations and responsibilities. And with comprehension comes insight and, hopefully, an ability to communicate more effectively.

One specific goal of the creative drama workshop was to break down the reserves and inhibitions of teachers and create an atmosphere where open exchange and exploration of professional feelings and attitudes are explored and shared via discussion and spontaneous dramatizations. This, in turn, would allow the teacher to become more willing to expand his own concept of his role as a teacher for himself and his students—to effect more meaningful communication in the classrooms.



Acting out a short skit is also part of creative dramatics in the 5th grade at Estes Hills School.



## FROM THE SUPERINTENDENT

How to provide students with classroom activities that will result in the most learning has always been a prominent concern for educators throughout history.

Two years ago, selected teachers in the Chapel Hill Schools, meeting in Task Forces to propose improvements, almost unanimously agreed that better methods of teaching were needed to accommodate the wide variations in student abilities and interest. Grouping together students of similar abilities and interests had been the main response to individual differences. While it was better than trying to teach all students the same thing at the same time, grouping was not effective enough. To provide for individual differences each student needed some learning activities planned specifically for his needs.

Out of the Task Force Reports and out of a wide variety of efforts by teachers in Chapel Hill, a philosophy of individualized instruction emerged. To implement the philosophy, a large Federal Grant was secured that provided teachers the time to begin developing programs of procedures and materials to be used by students on an individual basis.

At this time, there is no system-wide "program." There are actually dozens of different programs at various grade levels and in various subjects. In many elementary classrooms, students are engaged in individualized reading activities for part of their reading instruction, but textbooks and "reading groups" are also used. Independent study in the Senior High is an outgrowth of this philosophy. As a school system, we have adopted a philosophy and are providing teachers some resources to implement the philosophy. How individualized instruction is used, however, is the prerogative of the classroom teacher.

Our goal is to gradually work out a "model" for individualized instruction that will be based on specific written learning objectives, rather than textbooks. The ability and knowledge of each student will be diagnosed by a variety of testing methods. From the diagnosis will come a decision of what the student should learn next, followed by a prescription for how he should go about learning it. At the end of the learning activity, the student would be evaluated and the diagnosis would start the cycle again.

There are, of course, many goals of education that cannot be reached by students in individualized activities. Some of our more important goals result only from students working together. Individualizing parts of the instructional program, however, is a major step forward in the education of our young people.

*Wilmer S. Coody*



Mrs. Rosanne Howard works with a junior high student in the reading program at Guy B. Phillips School. This unique program involves volunteer adults from the community who have been trained to tutor students in reading.

## SPECIAL READING PROGRAM AT THE JUNIOR HIGH

What do these three people have in common?

John Macfie is a retired gentleman who has lived in Chapel Hill only six months. He has three grown children. Linda Rabinowitz is the mother of one child who is one year of age. Her husband is a rabbi and is the Hillel director at the University of North Carolina. The Rabinowitz family has been in Chapel Hill for five years. Mrs. Ernest Craige has lived in Chapel Hill for sixteen years. Mrs. Craige is the mother of four children ranging in age from sixteen to twenty-two.

These three people are tutors in a reading skills program which is being offered to a limited number of junior high students for the spring semester.

Acting on requests by teachers and guidance counselors, EPDA enrichment teachers have designed a reading program which offers tutorial assistance in reading skills. The purpose of the program is to raise the reading level of pupils with reading disabilities.

A reading disability exists when there is a significant discrepancy between a student's intellectual potential and his actual reading level. In other words, the student who is best able to respond to remedial reading instruction would have at least normal intelligence. He simply, somewhere along the way, fell behind normal expectations in reading accomplishments. He might be reading at third or fourth grade level even though he is in the seventh grade.

A list of potential candidates for the reading program was compiled from teacher and counselor suggestions and a search of cumulative folders. Standardized tests were ad-



ministered to the candidates and a refined list of candidates who met the prestated criteria was determined. Each student is given the option of not participating in the program.

Students who elect to participate in the reading program will be tested for visual and auditory skills which keep a child from reading successfully. They will also be given the Durrell Analysis of Reading Difficulty which will indicate weaknesses and faulty habits in reading which may be corrected in a remedial program.

Each student is assigned to a tutor. Working on a daily one-to-one basis, the student and tutor will attempt to raise the student's reading level.

Approximately sixty-five tutors have been trained by Dr. Carl Brown of the UNC School of Education for this program which is an exciting cooperative effort by volunteers from the community in response to an expressed need, personnel in the Chapel Hill City Schools, and university personnel and students.

## WHAT IS A LAP ?

What is a LAP? Read the following lesson segment of an instructional program which was developed at Ruby S. Thomas Elementary School in Las Vegas, Nevada.

"Lesson B-6A: Ho Chi Mihn

### A. Objective:

In this lesson you are an illustrator of books. You are going to draw a series of pictures, like a comic book, showing the life of North Vietnam's leader Ho Chi Mihn. Be sure the pictures include the following:

1. his life history ( where and when he was born and events which had a serious influence on his thinking );



2. the part of the world in which he lives;
3. how his actions were influenced by the times and places in which he lived; and
4. the actual changes he made in the world and people around him."

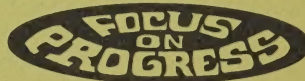
The instructional objective of this lesson is followed by an introduction to the lesson; activities on how to learn the objectives; suggested references; self-test and post-test based on the instructional objective and quest suggestions for further study.

The study on Ho Chi Mihn is one of six lessons included in the LAP, "Vietnam: A Horizontal Study of its Colonial Past and its Problematic Present."

A LAP ( Learning Activities Package ) is a program of study in printed package form that covers a particular subject to be taught and is organized around a logical sequence of instructional objectives and activities implementing these objectives. The student may proceed through his individual LAP at his own pace and may work with it in his independent study time.

The LAP concept ( 1 ) gives the student responsibility for his learning to a greater degree than traditional teaching; (2) allows the student to proceed at his own pace and promotes self-planning of time usage; (3) permits the student to see exactly what he is learning and why he is learning it; (4) makes homework a school activity, where the necessary help of teachers and resources is available; (5) frees the teacher for one-to-one tutoring; (6) allows the teacher to be a true professional in his discipline through research and scholarship, and (7) gives direction and purpose to the planning of curriculum-both what is to be taught and how it is best taught.

The LAP concept is an exciting one. Properly used ( which involves proper planning and organization, both on the part of the teacher and the student ), it can greatly enhance learning and create a more profitable work atmosphere for students and teachers.



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